

**Essential Questions for Tiered Certification (Developed by the Georgia Task Force)**  
October 28, 2013

A. Questions for/about tiers:

- What are the standards/requirements you have to meet to attain the certificate?
- How do you assess these standards?
- What safeguards and procedures are needed to ensure this attainment/renewal is fair, reliable, and valid (e.g., issues related to potential bias, teachers who have a lapse in service or other circumstances that may make it difficult to demonstrate performance)?
- How do you maintain/renew it (if applicable)?
- How is professional learning related to the standards at each tier?
- What is the purpose of each tier and will what we are creating serve that purpose?

B. Questions about connections to other areas:

- How does this link to other certification and ed prep rules/guidelines (e.g., reciprocity, testing-in, cert upgrade, guidelines on residency, etc)?
- What exists in Code or what needs to change in Code (e.g., teacher evaluation, preservice, etc)?
- What policy changes might be required in higher education?
- What exists in SBOE rules or is in the process of being developed (e.g., professional learning)?
- How should this connect to other initiatives (e.g., induction guidance, educator evaluation, educator preparation reform)?
- How should this connect to compensation (e.g., advanced degrees, career ladder proposal, experience, and funding sources)?

### C. Questions about implementation:

- What is our plan for seeking and using input as the task force is developing this system?
- What is the timeline for implementing this system (beyond the work of the task force and the Board/Legislature adopting the rule)?
- What training, resources, and other monetary supports are needed to effectively implement and maintain each tier to accomplish its intended purpose?
- What is our plan for grandfathering/phasing in veteran teachers?
- What state level and school system policy development is needed to support districts and schools in implementing this rule?
- How do we communicate the rule and guidelines to all stakeholders, as well as address perceptions regarding teacher quality for each tier?
- What safeguards are in place to protect the integrity of the tiered certification system?
- How will we know the tiered certification system effectively supports teaching and learning?
- What is the implementation plan for all roles associated with implementation: school and system level leaders, program providers, SDE, SBOE for each tier?